

THE AMERICAN TEACHER



On the campus of the University of Wisconsin, site of the eleventh AFT workshop, huge trees frame the pier extending over the cool waters of Lake Mendota. Famous Picnic Point is on the left. See p. 5.

• May • 1954 •

What will history say of us?

A FEW weeks ago a friend of mine said: "I certainly would like to be able to read what history will say about us and our age five hundred years from now." The chances are that it will present a picture so full of inconsistencies and injustices that readers will view it with incredulity.

Events crowd about us: an H-bomb is exploded in the South Pacific and mankind shudders at its potentialities; in the face of rising unemployment and fading income, Congress refuses to provide tax relief for persons with low incomes, but reduces taxes on many luxury items and on stock dividends; a school building in suburban Buffalo burns, taking the lives of eleven of our precious children and reminding us that one out of five of our children is attending school in a veritable fire trap; in several states legislation is passed under the guise of "right to work" bills, though the real motive is to prevent individuals from organizing to protect their inherent rights and privileges; with 4,000,000 housing units unfit for occupancy, Congress refuses to provide even 35,000; dollars are sent abroad, but tariff barriers are allowed to stand; huge quantities of food lie in our warehouses, while millions throughout the world are starving.

The easy path of hindsight

Meanwhile petty political maneuvering highlights the news from Washington. Without the constructive ability to solve the colossal problems which new developments pose, some of our representatives dig around in the past for headlines and for partisan or petty personal advantage while the very foundations of our civilization are at stake. The easy path of hindsight is trod by those elected to lead, instead of the difficult road to the future with its hard problems.

With our potential enemies poised to take advantage of any and every weakness, the fumbings and time-wasting tactics of our legislators become menacing for our future.

Always in time of danger and befuddlement the people look eagerly for easy cures. Wise

**CARL J.
MEGEL**



men of integrity know that there are no quick or simple solutions for our complex problems, but a charlatan can appear on the scene, present a simple formula, and, even in a democracy such as ours, obtain followers for a time.

What has all this to do with the schools? It seems to me that through the development of understanding of the problems of the day, fostered by a free atmosphere in the classroom, students can learn to distinguish the good from the shoddy, the true from the false. They can learn through the precepts of history that there is no one simple solution to our world problems and that as citizens of a democracy they must make their intelligent contribution.

Those classroom teachers who are members of the American Federation of Teachers are making an outstanding contribution toward overcoming the tremendous difficulties facing the nation today. Through their cooperation with the AFL they are participating in its efforts to find answers to today's problems, both national and international. Through their affiliation with the state federations of labor and the AFT state federations, they are participating actively in the efforts to obtain passage of needed legislation. Through their affiliation with their central labor bodies, they are working for the improvement of their communities.

Thus AFT membership opens wide the gates to effective teacher contribution to the welfare of the world. In unions there is strength!

MAY 1954

The American Teacher

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Public Works Program Urged by Arthur Elder

On April 9, AFT Vice-President Arthur Elder, speaking as tax consultant for the AFL, presented a statement on taxation before the Senate Finance Committee. He urged that tax relief be concentrated on two major points: reducing the rates from 20 percent to 10 percent on the first \$500 of net taxable income, and raising exemptions by \$100, with priority given to the reduction in rates. Mr. Elder concluded his statement by pointing out the urgent need to develop a program of public works. Most of this part of his statement is presented here.

NO tax policy can in itself create a prosperous economy. There is no assurance that any kind of tax reductions will automatically bring about necessary increases in spending or the fullest possible level of employment. These results will be brought about only if tax cuts are combined with other measures designed to insure the economic health of the nation.

Most important of those other economic measures which should go hand in hand with tax reductions is the development of an urgently needed program of public works, carried on by the Federal government in cooperation with the states and the local governments.

In his January, 1954, *Economic Report*, President Eisenhower indicated something of the tremendous need for public works. Our roads, he warns, will wear out faster than they can be rebuilt unless we invest an estimated \$8 billion a year for the next decade to work down the tremendous backlog of needed highways and to keep those already built in usable condition.

The President further indicated in his report the need for an annual expenditure of \$5.5 billion to meet the needs of 10 million elementary and high school pupils who do not have adequate school facilities. Even at that rate, it will be at least five years before we have worked down the existing backlog. Another \$1¼ billion a year is needed, the President estimates, to bring American colleges and universities up to standard within the next ten years. This adds up to a total of \$6¾ billion a year needed for school construction, compared to the \$2.5 billion yearly currently being spent.

All in all the President outlines a need for an annual expenditure for public works of \$19¼ billion, an increase of more than \$8 billion yearly over the \$11.2 billion spent in 1953. Failure to meet these needs can mean continued human and economic loss to our nation.

Yet, in the face of this need for stepped up public construction, reports from the Departments of Labor and Commerce for the first

quarter of 1954 indicate that Federal spending for new public construction was down 17 per cent over the corresponding period of one year ago, more than offsetting an 8 per cent rise in state and local expenditures.

A sound tax program combined with an accelerated program of public investment in roads, schools, housing, hospitals, water and sewage facilities, and other construction can do much to promote increased buying power, full employment, and a healthy American economy.

Unfortunately, the President's report proposes no specific program to finance the additional public works. In our opinion such a long range program is needed. Experience has shown that neither the states nor the local communities are in a position to finance these needed public works out of existing sources of revenue. Many state governmental units are hampered by archaic tax laws and constitutional restrictions on their taxing power; competition between taxing units has led to adoption of regressive tax laws based on the taxpayers' "inability to resist" rather than on their "ability to pay." In spite of increasing recourse to sales taxes, payroll taxes, and nuisance taxes of various kinds, tax revenue of states and large cities in many instances is inadequate to meet current needs and make sufficient provision for expansion of services and public works. During the five-year period from 1948 to 1952, state and local indebtedness increased from \$18.7 billion to \$29.6 billion, an average increase of over \$2 billion a year. During this five-year period, state and local debt increased by 58 per cent, whereas the Federal government debt increased less than 3 per cent. But even with mounting debts, state and local governments are unable to meet the need for public works which was outlined in the President's *Economic Report*.

We believe a practical answer to this problem so directly related to the economic health of the nation is greater use of the Federal taxing power to enable states and local governmental units to provide necessary public works.

On to Wisconsin— For the 11th Annual Workshop

THIS is the month for decision—decision to attend the Eleventh Annual AFT Workshop, scheduled for July 18-30 at the School for Workers, the University of Wisconsin. Held in a vacation environment, the workshop makes it possible for participants to combine recreation with study.

The AFT Council's Workshop Committee, on which Vice-Presidents Baxter, Elder, Swan, and Wheeler are serving, has been working dili-

DR. PHILIP TAFT



Participants in the AFT Workshop will be housed in these attractive dormitories.

APPLICATION BLANK

Mr. Robert Ozanne
School for Workers
University of Wisconsin
Madison, Wisconsin

I wish to enroll in the AFT Workshop July 18-30, 1954, to be held at the University of Wisconsin.

Name.....

Address.....

AFT Local.....

gently to make this year's workshop the best ever. The Committee has been especially fortunate in securing the services of Dr. Philip Taft of Brown University and Jack Barbash, labor consultant. Both are AFT members and veterans of previous workshops.

Dr. Taft will lecture on "Organized Labor—Its Contribution to U.S. Development." Mr. Barbash will discuss "Organization Problems of Professional Workers."

Plans are also being made for sessions on specific problems that union members in attendance may wish to have considered, with emphasis on sessions to discuss particular problems that may be confronting union officers in carrying out certain programs. As in past workshops, one or two sessions will be devoted to considering problems in democratic human relations, in cooperation with a representative of the Jewish Labor Committee.

President Megel and several vice-presidents are expected to participate in the program. Lettisha Henderson, former AFT vice-president and long active in AFT affairs in Minnesota, will coordinate the workshop program.

Of unusual interest is the plan to schedule several members of the University of Wisconsin Teachers Union to discuss problems confronting public education.

Note: The cost for tuition, room, and board is only \$88.50. Attendance of only one person from each local could mean much to the future of the AFT! Members are urged to make application NOW so that plans can be coordinated with the size of the group.

APPLICATION FOR SCHOLARSHIP FOR A.F.T. WORKSHOP

The American Federation of Teachers has made available a scholarship of \$100.00 to cover the costs of tuition and living expenses of an AFT member attending the AFT Workshop at Madison, Wisconsin. This scholarship is awarded in the hope that it will aid the recipient in strengthening the practice of democratic human relations within his or her local and its community. It is also hoped to facilitate the development of favorable public opinion regarding labor unions and their aims. Preference will be given a candidate living in an area where acceptance of democratic human relations such as lack of bias based on social, racial, religious, or economic factors seems difficult to attain.

Name.....

Address.....

Present teaching position.....

Professional affiliations.....

Labor affiliations.....

Community activities.....

Remarks (may be a statement of reasons for application).....

(Use separate sheets for further remarks.)

Mail application by June 15 to Richard Parrish, 321 Edgecombe Ave., New York, N. Y.

Our Intercommunication System— How We Got It and How We Use It

By OMAR C. MITCHELL

DURING the past year audio-visual activities have been an integral part of the program of education in Twin Lakes, a Tampa elementary school of six grades with an enrollment of 900 children and a campus of thirty-two acres. A 16-mm. projector, several film strip projectors, a tachistoscope, a bioscope, several reading rate controllers, an opaque projector, and a tape recorder are all being used by our school. However, the crowning event of our program was the installation of a DuKane console type intercommunication system several months ago. Of all our appreciated audio-visual equipment, our intercommunication system tops the list in educational value. For us, it was a transition from the "horse and buggy" stage of education to the machine age. Both the facial and oral expressions of our students often bespeak their appreciation. A common question asked alike by parents of the P.T.A. and the teacher is: "How did we ever get along without it?"

The P.T.A. helps generously

Many of our P.T.A. members have been very generous with their time and efforts within the school. They have been responsible for executing a number of excellent programs including health, safety, a unified school community chest, assistance to underprivileged children, May Day programs, and many others. Several of the mothers have spent weeks, and even months, in our school assisting the children. The time spent within the school hastened the mothers' realization that modern equipment was badly needed to implement the programs. As a result, our school secretary, an officer in the P.T.A., suggested to the president that an intercommunication system would enrich the

entire school program and should be purchased. The suggestion immediately blossomed into a project. The P.T.A. began to devise ways and means to earn money for the project. Since the school was the announced winner of the Roy Rogers National Safety Award, and Mr. Rogers in person was to present the trophy in April, it was decided to have a Safety Festival in honor of the occasion. For educational purposes, the civic, military and industrial organizations of the state were invited to set up booths to display their safety contributions. This event drew an enthusiastic crowd of perhaps 20,000 spectators. The parents and faculty realized a profit of \$1,200 through the sale of refreshments at the festival.

We study the types of equipment

The next step was to determine the type of system to be purchased. Parents and teachers made a practical study of intercommunication equipment. An additional study was made by the principal during the past summer in an audio-visual school workshop in Appalachian State Teachers College, Boone, North Carolina, under the efficient guidance of Dr. John R. Shaffer. The study revealed the significant fact that an intercommunication system should be more than a mere "leg saving" administrative device. Through the study it was disclosed that an efficient system would function in many ways towards the promotion of education; it was a device to be used by the children, teachers, principal, and parents.

Specifications under the guidance of a technician were drawn up for a 32-outlet system and submitted to all the local dealers. In turn, the dealers submitted their bids, which ranged from \$1,900 to \$3,500. Alas! we were \$700 short of our goal! However, a member of the Board of Public Instruction came to our rescue by persuading the Board to provide the remainder.

Mr. Mitchell, president of AFT Local 1084, is principal of the Twin Lakes Elementary School in Hillsborough County, Florida.

Our intercommunication system provides radio service to all classrooms. Children and teachers alike enjoy the various educational broadcasts, including a resumé of the news and weather data. We are also able to take advantage of the F.M. radio programs offered by the University of Tampa and by our Board of Public Instruction. Since our cafetorium seats only one third of the student body, a special microphone has been installed on the stage to enable the rest of the school to listen to the various programs. In addition, this provides microphone training for the children. The two-way system is so devised that any teacher can communicate from his room to any or all other rooms in the school. Recently our band transmitted a short program from the music department to all the other rooms.

The system serves many purposes

The system has an automatic record player. Since our modern world is more insistent on providing juke box music than music of a higher type, we have bought many phonograph records of classical music. In the mornings before school there is carillon music. Two outside speakers provide music for the grounds. Apparently this music provides a soothing therapy for pugnacious tempers. We have had fewer discipline problems this fall. In December, the Tampa Bay Baptist Association availed itself of our facilities when it held its annual banquet in our lunchroom. This is another step towards making our school into a community center.

It is very simple to connect our tape recorder to the console in order to broadcast programs or make recordings. It is even possible for the telephone company to connect our system in such a way that we may broadcast programs directly from our school over the various radio stations or to other schools. As yet, this connection by the local telephone company remains an unrealized ambition.

The system has also enabled the physical education teacher to enrich her program. Music is furnished through the outside speakers for folk games and other activities.

An air raid record with sirens on one side and an all-clear signal on the other lends zest to safety training of certain types.

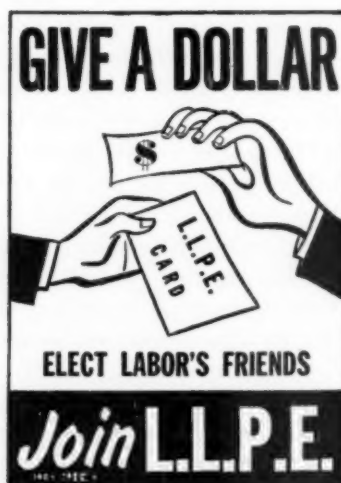
As any principal and secretary of a large school can appreciate, a great deal of time and energy can be consumed in room-to-room an-

nouncements. An intercommunication system conserves the administrators' time and energy. He is no longer "a glorified errand boy." The system makes for a much closer knit situation by giving the principal instant communication with any or all components of the school and enabling him to have "fireside chats" with the children. In the opinion of the author, it is just as important to a principal to have a system of instant communication with his classrooms as it is for the superintendent to have telephone service from his office to each of his schools.

The system has a device which makes it impossible for the principal to listen in on a teacher without his knowledge. It is also possible for some of the rooms to receive a radio program while the others listen to music from the record player or a talk from the office. It appears that the educational possibilities of an intercommunication system are unlimited. As yet, we have only "scratched the surface."

Remember the LLPE

Now is the time to join Labor's League for Political Education to help elect our friends to Congress. Last year the AFT locals contributed \$1,364 out of a total of \$157,859.54. Let us make our good record better. Send your local's contribution to: James McDevitt, National LLPE Director, 1625 Eye St., N.W., Washington, D. C. Mention your AFT affiliation.



Korean Educators and Students Undaunted by War Conditions

By JAMES DYSART

THE rough, narrow, and crowded street grew rougher, narrower, and more crowded as our jeep threaded its way precariously, in the autumn of 1952, among men, women, children, horse- or ox-drawn carts, and an occasional Japanese-made car of ancient vintage. Our Korean driver was taking us toward the southern sector of Pusan and approaching ever closer to the west shoreline of the harbor. The small, shabby homes and open-air shops seemed to crowd closer and closer, as though striving to take advantage of every available square foot of space in this heavily overcrowded sector of the heavily overcrowded city.

With the sudden and sustained influx of war-driven refugees from all the northern cities, Pusan had tripled its population in a year, while hardly increasing its area, except upward on the steep hillsides which press the narrow streets against the winding shoreline of the picturesque, deep-water harbor.

Strangely, none of these shabbily dressed and poorly housed Koreans seemed unhappy or distressed by the harrowing conditions in which they were living. Young children ran and played, happily though hazardously, in the narrow streets and alleys. Adults came and went industriously about their mysterious chores, and here and there an old man or woman sat peacefully, on haunches, in doorway or corner, placidly smoking a pipe and watching the pell-mell of humanity.

Dr. Dysart was a member of the American Education Mission to Korea, the work of which was described in our April issue by Betty Warner Dietz, Educational Consultant for the American Korean Foundation. In this issue Dr. Dysart relates his experiences while assisting in the reorganization of the Korean schools. He is on the staff of the Newark State Teachers College, Newark, New Jersey.



Dr. Dysart and Korean teachers

In all of the nine months to follow, during which time we, the six members of the American Education Mission, worked with Korean educators throughout the R.O.K. at the request of the State Department, we continued to observe with increasing amazement and admiration the fortitude and good nature of the Korean people.

Recently arrived from the States, we were on our way to our first of many visits in Korean schools. Silent and spellbound by the scene around us, we hardly realized that the jeep had finally come to a complete stop before a small wooden gate and we had reached our destination. But could this actually be a school? Crowded into a ninety-foot square, with shabby homes pushing in on all sides, eight weather-beaten tents ringed a small, muddy yard. A school it must be, for literally hundreds of pre-teen-age girls, dressed in the typical school uniform of white middie and black skirt, were milling about, playing games in the central

playground. We had arrived during recess time. And over the gate was the hand-painted sign we came to know so well: WELCOME, AMERICAN EDUCATION MISSION.

Suddenly we realized that the dozen or so women in front of the gate, dressed in the flowing, black-and-white Korean gowns, were the principal and teachers, waiting to greet us. Smiling, some openly with direct gaze and others shyly with downcast eyes, the entire faculty of this middle school for girls was waiting to welcome the American visitors to their school. News travels with amazing speed over the Korean grapevine and almost every move and characteristic of our team members became known to many teachers and administrators. And they were almost always as friendly toward us as they were curious about us. Often shy and reticent at first meeting, they became increasingly spontaneous, assertive—in a very modest way—and gay on further acquaintance. Our preconceived notions of oriental impassivity and inhibition received quite a shake-up before we had been long in Korea and as soon as we became personally acquainted with Korean educators. The members of our team agree without exception that they have never known a more friendly, gentle, wise, and considerate people than the hundreds they came to know in Korea.

Tea is served in the principal's "office"

The principal of this evacuated school, a friendly little lady of possibly fifty years, took us in charge and escorted us inside, where we were immediately served tea, rice cakes, and cookies. The "office" was a small portion of one of the tents. The principal's desk was a small table, while thin wooden fruit boxes, standing along the tent wall, served as filing cabinets for records and miscellaneous papers. A few crude chairs constituted the remaining furniture. As in all of the evacuated schools, the bare earth served as floor.

Soon we had our first look at the classrooms. Recent rains had turned much of the playground and classrooms into a muddy quagmire and the footing was precarious. In each tent a total of between sixty and eighty girls were busily at work under the guidance of a single teacher. Seated four together on crude benches before rough desks, they were working as though their lives depended upon the immediate acquisition of greater knowledge. A crude,

wooden blackboard, pencils and pads, a few thin, paper-covered textbooks, and an occasional map hung on the tent wall, constituted the essential materials.

These simple elements were prized by pupils and teachers. Never had we seen such respect for education, such avid interest and readiness to suffer hardship in order to acquire a basic education. This attitude we found to be true generally throughout South Korea. Many times we were to see school-age youth, forced by economic necessity to take jobs as houseboys or in similar capacity with United Nations Agencies, poring over a prized book until the late hours, sacrificing needed sleep in the interest of learning. Oftentimes it was the English language they strove to master.

Our amazement grows

As we visited the separate tents, our amazement grew as we realized what was being accomplished under these extremely limiting conditions. It is true that teaching methods in the common subjects were clearly old-fashioned by our standards. There was much rote memorizing and concert recitation, particularly in the languages—Korean and English. The subject matter of science and mathematics was quite abstract. It was obvious that the teachers were poorly trained.

The amazing thing was the extent to which ambition and industry made up for the poor teaching methods and material shortages. We found this situation existing in most of the Korean schools as we traveled through the country in the months which followed. We found also that music and the arts were very popular, though musical instruments and art materials are extremely hard to come by. Koreans all seem to love to sing and dance, and they do both exceptionally well. The traditional folk-songs and folk-dances are fostered and enjoyed in all levels and groupings of Korean life.

Most inspiring of all, in this and other schools, was the obvious devotion of the teachers and the warm interpersonal relations they developed with and among the children, particularly in the lower grades. Koreans prize and love children. And in the teaching and training which goes on in the home and school, moral training is emphasized, particularly concerning the simple, interpersonal virtues, such as generosity, fairness, consideration for others, hon-



Despite severe cold Korean educators work diligently at the American Education Mission workshop.

esty, and courtesy. These attitudes are typical of the Korean manners and culture. The teachers in this school were no exception and their devotion to the welfare of the children was something we were to see often in our travels in Korea.

When the children were finally dismissed, we met with the principal and teachers in one of the tents for a conference. This discussion continued for more than an hour, during which time the teachers plied us with questions on all phases of the educational process. They were eagerly interested to learn how things were done in America and how our problems compared with their own. This conference was the first of nearly two hundred in which one or more of our members discussed educational methods and problems with separate school groups in all of the provinces. Dusk was falling when we finally returned to our jeep and were waved a smiling good-by by our hosts.

Conditions in this school were typical of scores of evacuated schools in the Pusan area and in some other sections of the country. Most of the permanent buildings in these areas were taken over by governmental and military agencies, because of the disruption and dislocation resulting from the war. Other cities and towns still have many of their permanent buildings, though they are badly in need of repair and expansion. The overall average number of pupils per classroom was approximately sev-

enty-seven in 1952. Textbooks and other materials, as well as fuel and equipment, are extremely limited.

For the teacher, the prospect of facing fifty to one hundred children every day, of making each day productive and interesting, is a discouraging one, even for the more stout-hearted. But large classes, few materials, and cold classrooms are not the only handicaps. The everyday physical necessities such as food, shelter, and transportation present even greater problems. Average salaries of fifty dollars a month are not considered low in terms of the Korean economy. But the money is not always available when pay-day comes. In one southwestern provincial capital we were told that the teachers had not received pay for three months, except for the governmental rice allotment which constitutes a portion of every teacher's salary. Many teachers show the physical effects of severe undernourishment, as do many other Koreans, especially in some rural areas. Money for school expenses comes almost entirely from payments of "tuition" by parents to the Parents Association, which is similar in some ways to our P.T.A. Sometimes the money is simply not available when it is due.

Like everything else, houses are in very short supply in Korea. Though Koreans are a proud people, the writer established a sufficiently close relationship with his interpreter, a former high school teacher, to be invited to stay overnight

in his little "hakobang" (boxhouse) and so had an opportunity to experience first-hand the typical home conditions of the Korean teacher. The house, or shack, consisted of one room about eight feet square, plus a much smaller, floorless kitchen-workroom adjoining. The family consisted of husband, wife, young son, and a brother-in-law. The wife and child were able to stay overnight with a neighboring relative so that I might stay with my host and his younger brother.

This visit occurred in February. The climate in Pusan is roughly equivalent to that of New Jersey. We slept on mats on the floor. The thin walls and rice-paper door permitted the cold to penetrate readily, and when the fire went out in the kitchen, the room was soon extremely cold. As with most of the thousands of temporary homes, the "latrine" was outdoors, there was no running water, and we found almost none of the conveniences which we take for granted in America.

Breakfast was a limited affair, and then we tackled another of the daily problems which most Koreans must face—that of making our way across the city to the school where the workshop was in progress.

Most of the streetcars and buses remaining in Korea, when they are available at all, are obsolete castoffs from Japanese and American cities. The amazing thing is that they run at all; but they do, every day. Usually they are as crowded as a Times Square subway at rush hour. Hopeful travelers in queues of fifty to

eighty feet in length, waiting patiently to board a bus or streetcar already packed with people, are a common sight in Pusan. Walking to one's destination is often much simpler and easier, even for long distances.

We decided to wait out the line at the bus stop so I could experience Korean city travel first hand. In spite of the packed condition of the bus, there was no shoving or struggling for standing room. When the bus swayed, the packed bodies swayed in unison. People tended to give way for one another as much as possible and a good spirit prevailed. We arrived at our destination, two miles away, in about forty minutes.

Most of the Korean teachers with whom we became acquainted are friendly, generous, kind, and scholarly. Physically, they are tough, strong, agile, and athletic. Typical of their behavior were incidents during a two-week period when the currency had been revalued and the banks and stores were suddenly closed without warning to the people. Many lacked a supply of food and were unable to purchase any. Thousands went on the barest diet for days. We tried to share our lunches with those around us during this period. Usually the recipient would soon slip away quietly and unobtrusively share his orange or sandwich with those nearby, keeping only the tiniest portion for himself.

Many Koreans are Christians. Others are Confucian or Buddhist. Most of those we knew, of whatever faith, not only professed their religion, they practiced it.



The Korean Minister of Education awards a certificate to a Korean educator upon completion of a six-week workshop conducted by the American Education Mission.

Three Who Were Saved from Delinquency

By OTIS MOORE

This is the story of how wise guidance brought about the reformation of three young offenders.

IN THE Middle West, a few years ago, there was a young schoolman who early established for himself a reputation as one who was skillful in dealing with tough disciplinary problems. In a university city there had developed an especially bad situation in the high school: morale was low, and there were frequent violations of good relationships between pupils and teachers, and between the school and the people of the community. At last the board of education employed this young man as superintendent of the schools.

About three days after school opened in the fall, the principal reported that two of the leading pupils of the high school, senior boys, had come late to school that morning, had taken two bicycles which they saw leaning against the building, and had gone fishing for the day. When they appeared at school the next day, they were sent to the new superintendent. The boys later related what happened.

They came into the room sullen and contemptuous. The superintendent began the conversation in this way:

"Yesterday was a grand day, wasn't it?"

"Yep," answered one of the boys.

"Well, when I came to school yesterday, I said to myself, 'What a wonderful day to go fishing!' But do you know, boys, I didn't go. I was in school all day. You ask the teachers whether I wasn't. Now, why do you suppose I didn't go fishing? I wanted to badly enough."

"Well, I suppose you had something that you were supposed to do here," ventured one of the boys.

"Can you possibly think of anyone else who had something that he was supposed to do here?"

After a moment of silence, in which the two boys looked at each other furtively, the superintendent said:

"Now, boys, I want to know what you are going to do about it."

"What are you going to do about it?" asked one of the boys.

"Oh, I don't have to do anything. I was here in school all day. You can ask the teachers. I am going over now to one of the ward schools and will be gone about an hour. When I come back, I would like to know what you boys are going to do about it."

When he came back, one of the boys spoke up, "We've decided that we ought to apologize to the school for setting a bad example; and we ought to stay after school to make up the work that we lost."

"That suits me perfectly."

The boys presented their apology at the school assembly. After about three days, the coach of the football team came to the superintendent.

"We just can't have a good football team this year without those two boys. And they say they won't do a thing about it. I suggested that they see you, but they said, 'No, we've got it coming to us. Of course you know that we love to play football.'"

"Tell the boys to come to see me."

The boys came.

"Now, boys, if we had only you fellows to consider, I'd say that you are dead right. But we do have to consider the coach and the other boys on the team and the school. It will be all right with me if you make up the school work during your noon hour and go out for football as usual after school."

"Are you sure that's O.K.?"

For the rest of their school days those two boys were ardent boosters for the superintendent, and the morale of the school was powerfully lifted, so that the school developed a fine, loyal, disciplined student body.

THE president of a large manufacturing company in Cleveland told this story of his boyhood days. A combination of home difficulties and conflicting experiences in the school had brought him to a state of bitter animosity and rebellion against his teacher and the school in general. One day the teacher sent him to the principal. The principal gave him an earnest talk, then took off his wrist-watch and said:

"Bill, Miss Adams says that the big clock in her room has been very inaccurate for several weeks. I want you to keep tab on that clock and let me know just how much time the clock loses in the morning and how much in the afternoon. You check the clock every morning and noon, at one o'clock, and when the closing school bell rings. I'll get along somehow without my watch."

Bill walked out of that office very much uplifted. That demonstration of confidence in him at that critical time in his life worked wonders. He wouldn't have let that man down for worlds. He started to make good in school, at home, and in the community.

"I date a complete change in my attitude from that moment," says the Cleveland man.

* * *

IN AN Iowa town a few years ago there was an eighth-grade boy named Herman who grew very rapidly and seemed to have especially difficult adolescent conflicts. His father had died, his mother had married again, and there was a younger step-brother. For some reason, the older boy got it into his head, mistakenly, that the father and mother favored the younger brother.

An old lady who lived near Herman was of the fussy type. When Herman's ball would go into her yard, she would keep it. And so when Herman would pass her house on the way to school, he would sometimes just stick out his foot and—accidentally—tip over her garbage can. "That terrible Hanson boy," she would say to the neighbors. "He ought to be in the reform school."

One day Herman stole a box of candy from the drug store and gave it to an eighth-grade girl. Someone happened to be looking in the window and saw the theft. Herman was brought into court. After the case against the lad had been presented, the old judge happened to see a young pastor in the courtroom. Looking over

his glasses, he said: "Mr. Williams, what would you do in this case?"

"Well, this is the first time this boy has ever been in conflict with the law. I certainly would not send him to the reform school, but would give him another chance, although I'll admit that he has been 'a pain in the neck' a good many times."

"All right," the judge said. "Come right down here and sign these papers. He is committed to your care, on probation."

The minister was much concerned and a little worried about the assignment, but he accepted the responsibility and proceeded to consider how he might help the boy. He remembered that Herman liked to sing. He would put forth with all his might every time that there was an opportunity to sing—not always in tune, to be sure, but evidently with great joy and zest. Across the street from Herman's home lived a boy named Roy who came of an exceptionally fine family. He was a mild sort of boy, a very good student in school, but was quite swept away by his friendship for Herman.

Three days after the court had committed Herman to his care, the pastor talked with Roy's older sister, Frieda, who was a recent graduate of the university, where she had been known as something of a musician.

"Frieda," he said, "Herman will manifestly carry Roy up or down. He is a much more forceful character than Roy, as you well know. Why don't you get the boys interested in music? Herman loves to sing."

A week later, Mr. Williams saw Frieda again. "How are you getting along?"

"Wonderfully. They are after me all the time to play and sing with them. I dug up an old mandolin and a guitar and I've been teaching Roy and Herman to play."

After a couple of weeks had elapsed the pastor and Frieda met again. "How about it by now?"

"Fine! I've taught the boys to sing 'The Old Rugged Cross.'"

"How about their singing in church some Sunday?"

"Do you think the people would stand it?"

"They'll have to stand it."

That was a big Sunday for those two boys, especially Herman, and the singing was not too terrible. It was the beginning of other musical appearances.

Within a year the pastor was called to another parish. Four years later he was greatly surprised to receive a letter from the old neighbor who had thought that Herman should be sent to the reform school.

"I thought you ought to know that Herman Hanson has turned out to be a fine boy," she wrote. "He is president of the senior class and is especially known as a fine singer."

Now that letter brought great joy to the pastor, but about five years later a letter came from Herman himself. "I thought you'd be interested to know that I have just been appointed by the Governor to have charge of delinquent boys in the state reform school."

But even that was not enough. Noticing in the newspaper the account of a golden wedding in his old parish, the minister wrote a word of congratulation to the 50-year couple and then added, "If you ever happen to hear anything about the boys who used to be in the Scouts

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and in Sunday school, I'd be glad to hear about them."

Their reply gave the minister news about fifteen boys, including the information that Herman had become the principal of the state reform school. When a letter of congratulation was sent to him, his answer was: "Yes, the bad boy of Springfield now has the responsibility for boys. And, by the way, I still do a lot of singing. I've kept up my special interest in the Men's Glee Club that was formed in our county seat town."

A Message from President Megel

THE photographs of clippings from newspapers and magazines on the next two pages show that the eyes of the nation are upon us. Everywhere people are watching the valiant fight of our national, state, and local federations for better salaries and salary schedules, tenure, better teaching conditions, retirement pensions supplemented by social security, and the right of teachers to organize and bargain collectively for better schools and a better teaching profession.

Upon the outcome of this battle rests the fate and welfare of the teaching profession for years and decades to come. Will our profession attain the high levels we dream of, or will it remain a stop-gap occupation harassed by the hazards of public neglect, insecurity, and other conditions that have hampered it for centuries?

Also at stake is the adequate education and training of the millions of boys and girls in our public schools. The answers to these problems are being written by thousands of teachers in many localities through their applications for

membership in locals of the American Federation of Teachers.

You who are already members have the mission of bringing in more members. Membership quotas for each local have been set. Many locals have already gone over the top—one, that at Ann Arbor, Michigan has tripled its membership.

Can we count on you to help add the name of your local to our Honor Roll? Step next door or down the hall and ask that teacher friend of yours to join your union local NOW! Give him a copy of our new membership folder, *What Membership in the American Federation of Teachers Means to You*, along with your personal invitation!

If your voice and manner convey exciting enthusiasm and conviction, your fellow teachers will be glad to help do their part, and will feel honored to have been asked to join the campaign for better schools and better teachers.

Won't YOU help us advance this great cause?

AFT PUBLICITY MAKES

100,000 Teachers Will Leave Profession This Year To Seek Cost Of Living Pay Leads

GRAYSON, KY.
JOURNAL
Nov. 26, 1953

Tenure, Higher Pay Held Teacher 'Must'

Tenure (job security) as well as higher salaries for teachers are necessary to adequately staff Kentucky schools as well as those of other states, Mary R. Wheeler of Oak Park, Ill., vice president of the American Federation of Teachers (AFL), declared in a talk prepared for delivery in Frankfort Saturday.

Speaking at the convention of the Kentucky State Federation of Teachers in the new science

Saturday, December 19, 1953

'Teachers Win Victory' for Pay Increases and a Single Salary Schedule

CHICAGO, Ill. — Special — Carl J. Megel, president of the AFL American Federation of Teachers, said here today that the Garfield, N. J., Teachers'

Megel praised the parents of the school children for staunchly supporting the teachers' outcome of the strike is ed as significant, becau

Crisis In Education Cited By Teachers' Union Official

School Space Held Insufficient, Many Instructors Poorly Prepared

Public education is facing the greatest crisis in the history of this country, William P. Swan, Gary, Ind., vice president of the American Federation of Teachers, said yesterday. Glenwood Lutheran Church addressed Local 250 of the union, which claims about of the teachers in the public school system, at the service of its 21st anniversary.

Mr. Swan said the American people were pleading for a

ive for this school previous schedule ra—Facing a substantial pay cut, a \$2,600 to \$4,600 a y-group of Edmonson County teach-said, however, that werc voted last night to form an erense the teachers AFL American Teachers Federa-getting under the nation local.

The pay increase because of

BROWNSVILLE, Ky., Dec. 11 (U)—Facing a substantial pay cut, a y-group of Edmonson County teach-said, however, that werc voted last night to form an erense the teachers AFL American Teachers Federa-getting under the nation local.

Creighton Gilbert, Louisville president of the Kentucky Federation of Teachers, said 41 of the teachers in the county voted to

Salaries of public school teachers must be upped an average of \$500 a year across the country, immediately if their exodus to jobs in business and industry is to be checked, Carl J. Megel, president of the American Federation of Teachers, AFL declared

Labor Points To Role In Education

qualified to teach here this week. Vice president George W. Beacom of the American Federation of Teachers has accepted an invitation of the Minot Central Labor Federation of Teachers, has Union to address meetings under the auspices of the Minot CLU teachers will quit their Friday, October 23.

THE ROBBINS The Minot CLU has invited, ing in Minot at that time, to hear an address by Beacom on the important role the Labor movement has played in developing our system of free public schools and the unflinching support and leadership the American Federation of Labor has generously extended in behalf of American education.

The State Executive the North Dakota Federation unanimously to join the A in this invitation.

The Minot Federation

Indifference to Schools Called Danger to Nation

Deteriorating public school systems can endanger American democracy, two officers of the American Federation of Teachers declared here last night.

Unless something is done, "a decade in democracy is imminent," warned Carl J. Megel of Chicago, AFT president.

"The continuing crisis in American education is a far greater threat than Communism," asserted Edwin R. Kuenzle of Chicago, AFT secretary-treasurer.

They spoke at a dinner given in their honor in Carl's Rio Room by the St. Louis Federation of Teachers, Local 420. About 55 persons attended including St. Louis Board of Education president Oscar Ehrhardt. Megel and Kuenzle were in St. Louis for the convention of the American Federation of Labor, with which the AFT is affiliated.

Megel urged teachers over the nation to take the leadership in working for adequate school systems. During the last decade, "little more than lip service" has been given to their proper maintenance, given to schools are badly over-

Classroom Lack, Low Pay Termed School Ailments

ST. PAUL (P) — American schools are suffering from creeping paralysis because of lack of sufficient classroom facilities and inadequate pay for teachers, Carl J. Megel, Chicago, said here today.

"In 140 cities I visited in the past year, I found qualified teachers being paid less than truck drivers while trying to teach in obsolete, over-crowded and under-equipped classrooms," Megel, president of the AFL American Federation of Teachers, told a meeting of State Federation members.

Megel said 60,000 qualified teachers left the profession last year for better paying jobs in business and industry. He added that instructors' pay generally averaged \$1,000 per year lower than earnings of occupational workers.

"More state aid is necessary in most states until Congress provides some plan of federal help," Megel said. "Only the government has power

Chicago Teachers \$7.7 Million in Pay

Chicago.—A \$7.7 million salary increase for Chicago teachers has been voted after a two-year fight of the teachers to improve teachers' pay.

John M. Fewkes, president of the union, said the total amount of the raise was satisfactory and the method of distribution was the same as last year.

BRAINERD MINN. DLY DISPATCH

The president said in New York that the leadership of the teachers' union must assume and in the fight for public schools system and American little more than been given to

reiterated that teachers leaving their desks at the of 100,000 a year "in order secure cost of living pay," said inadequate state tenure deal to teach the near fu-

er to the we keep, however, Ron-

Chicago Teachers \$7.7 Million in Pay

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My Child's Teacher

By DOROTHY BARBOUR

"THE old order changes, yielding place to the new," and out of the confusion of change, the glaring contradictions, the suspicions and hates, the anxieties, and the bright, elusive hope, we as parents must create for our children a security, a sense of order, and a direction.

We must, though methods change to meet the needs, make certain that to our young are transmitted not only the basic skills necessary to the reception and transfer of ideas, but, most especially, those concepts and ideals, those disciplines and creative satisfactions which will best enable them to build their bright tomorrow on a sound and valid foundation.

Thus it is with deep and abiding gratitude that I, as a parent, recognize the worth, the high purpose, and the specific skill of the woman who most truly might be said to mold tomorrow—My Child's Teacher.

For the classroom teacher, as perhaps no one else, has an impact on the minds and personalities of the rising generation which will mark the substance and direction of their time.

This teacher is selfless in her devotion, tireless in the pursuit of her calling. With her, through her, because of her, the child grows not only in proficiency in the basic skills, but also in his love of learning. She cherishes his pristine wonder at the commonplace, fostering in each answer to his "WHY?" and "HOW?" the fertile seed of a new, intriguing riddle. Under her firm yet gentle guidance he grows into a discipline of self, motivated not by fear, but by an ever deepening awareness of the necessity to channel, to inhibit, to sublimate his own basic drives in order that the welfare of the group may be served and sustained.

The born teacher fosters in the child a sense of security because she momentarily dem-

onstrates to him in all of the classroom situations and relationships that all things have a part, a place, in this very well-ordered universe. If everyone and everything has a part and a place, then the implication is obvious and very comfortable: small as he is, uncertain as he is, he, too, must have a place. He belongs! The infantile concept of his own ego as the center around which the rest of the world revolves, doubtless has been pretty severely shaken long before he started to school. Here, in a new world of children and strange adults, of new rules which he does not fully understand or relate to himself, he may be frighteningly overwhelmed by his small aloneness. From the beginning, the teacher helps him to develop a new and more mature concept of self, one which will afford him the basis for emotional stability as an adult. The self remains, as it must, the core and center, but the child learns to think from self outward, to give as well as to receive, to adjust to and become a part of his social environment, rather than demanding that the environment yield and conform to his immediate need and desire. The teacher of whom I speak gives to her children the added security of the sure knowledge that such concepts as TRUTH and GOODNESS are absolutes. TRUTH IS—GOODNESS IS. They cannot be changed, or diminished or overcome.

In this new world of order, of personal security, of ever widening horizons of knowledge, of new satisfactions, and new skills, the teacher seeks to develop within the child a new criterion of worth which will further establish him in his satisfactory relationship of self to group. This criterion should be not "How much money do you have?" or "How much land do you own?" or "How many scholastic degrees do you hold?" Rather the test of true worth to the group as a whole must be based on whether the individual is doing the job in hand to the very best level of his ability. The child must learn to evaluate his performance in terms, then, not of reward, nor of some arbitrary objective standard of achievement, but in terms of his own ability and effort.

Mrs. Barbour is the publicity writer for the Citizens Committee for Better Schools in School District 85, Illinois. This article was originally a letter sent to the teacher of two of Mrs. Barbour's children, Elsie A. Machek, secretary of AFT Local 571.

THE CURRICULUM CORNER

In this issue Dr. Veatch replies to the comments made by Donald Cain and Victor C. Smith in the February and March issues respectively.

IN reply to the comments concerning the "Curriculum Corner," may I say that I realized that some people had strong feelings about the ideas I was presenting. I think this is especially true whenever grades and marks are brought up for discussion. It is also true that perhaps I was not too clear in my writing. The fact that this magazine offers space for differing points of view is grounds for congratulations. Open discussion is good for us all.

The major idea I was trying to convey in earlier issues centered around my plea that grades and marks should not be used as punishments. A child needs acceptance of himself as an individual before he can accept himself as a student. Punitive controls derived from grades destroy his image of himself as an individual. He is thus not so well able to face himself as a student. Teachers too often see children as students before they see them as individuals. I feel this is quite inefficient because children resist learning from teachers who do not see them as they are—unique human beings different from all other human beings.

Dropouts present a challenge

Modern education stems from psychological principles which have shown that man is happier and better adjusted when his life is full of satisfactions rather than fears. People do things better when they enjoy them. The less pain in the learning situation the more knowledge is gained. We need to increase such enjoyments if we are to educate better. We are keeping only 50% of our children in school through the 12th grade. These dropouts are telling us in varying ways that they did not like school. They did not learn enough that seemed worthwhile. This situation, I submit, is a challenge to all educators.

Modern education stresses permissiveness; it asks for the allowance of as much personal satisfaction as is possible without infringing upon the rights of others. But it does not advocate the unbridled expression of personal desires regardless of consequences. Freedom does not mean license, but neither does it mean fear, punishment, and repressive control.

Teachers teach best when they are good leaders who do not need to pull and push by means of fear of punishment. Teachers do their job well when they can inspire their students to learn *without* fear of punishment. Grades, it seems to me, are the essence of the "push-pull" that all too easily defeats the inspirational purposes of teachers. They need de-emphasis.

It is true in curriculum as in sports that the element of success in grades or touchdowns is highly attractive. It is true that success and achievement are highly desirable. But in schools, as in sports, overemphasis upon grades and touchdowns produces all sorts of questionable results that are definitely threatening to the activity itself. In schools overemphasis on marks produces bitter interpersonal relationships, and hurtful psychological and physical reactions. The learning becomes subordinate to the marks. And too often the learning lasts only until the marks are recorded permanently. In sports, overemphasis has frequently produced teams that have won at the expense of their players' morals, their players' and coaches' health, and gamblers' profits. It can be said that the goals, whether they are A's or touchdowns, transcended the activity that produced them. Goals are attractive and desirable, but not when overemphasized.

Grades and marks that are used primarily for discipline and control defeat the ultimate aim of education. To learn to *live in* such a way as to realize one's potentialities to the fullest degree possible within one's environment is the highest goal that man can seek to attain. We teachers are trying to help mankind make progress toward this goal, but we still have far to go.

To those who wish to read more on these matters, the following sources are suggested:

1. Stephen Abrahamson, "Our Status System and Scholastic Rewards." *Journal of Educational Sociology*, April 1952.
2. Frank Lawrence, *Society As the Patient*. Rutgers University Press. 1948. Chapters 3, 15, and 21, especially.
3. Allison Davis, *Social Class Influences upon Learning*. Harvard University Press. 1951.
4. Fritz Redl, *Mental Hygiene in the Classroom*. Harcourt, Brace and Company. 1951.
5. Bruno Bettelheim, *Love Is Not Enough*. Free Press, Glencoe, Ill. 1950.
6. Carleton Washburne, *What Is Progressive Education?* John Day Co. 1952.

JEANNETTE VEATCH, Local 2, New York, N. Y.

"There is more Jim-Crowism in America at 11 o'clock in the morning than at any other time," said Dr. Robert J. McCracken, pastor of the Riverside Church in New York City, referring to churches where segregation is accepted and supported by thousands of their members despite repeated warnings from the pulpit to end discrimination.

THE Human Relations Front

by Richard Parrish

Chairman of the Committee on Democratic Human Relations

DEBITS —

A bi-partisan delegation of the British Parliament returned recently from Kenya with a report on the failure of the use of force there. Law-abiding elements of the European and native population alike are shrinking and disaffection is spreading. The recommendation is that political means provide: (1) the vote for the natives; (2) review of land holdings and the return to the natives of large areas of good land now "reserved for Europeans"; and (3) establishment of a legislature based on wide representation.

Indian affairs continue to deteriorate at an alarming rate. Yakima Indians abandoned hope of stopping the building of the Dalles Dam on the Columbia River which would violate their treaty-guaranteed fishing rights. They will file claims after the project is completed, despite the fact that the U. S. reneged on indemnities promised them nineteen years ago when the Bonneville Dam was built. Further east in Montana the Flathead Indians stand to lose a seventy-one million dollar reservation and assets if a bill in the legislature requiring them to form a corporation passes. The power interests plan a three-power development on their land and want to end Federal control of the area so they can move in.

After seeing three prominent Catholic Negroes refused membership in the Knights of Columbus and then finding out that the practice of racial discrimination in membership was city-wide, Cleveland's Auxiliary Bishop, Floyd L. Begin, denounced the practice. "Either I have to say that Negroes are second-rate Catholics," he said, "or I must say that the Knights are not acting as Catholics."

Last January teachers in a special school for children in a labor camp in Dade County, Florida, refused to teach because of the filthy conditions. The 30 Puerto Rican and 55 Mexican children were sent to the white school in the district. Parents in the district protested and began a boycott. At last count 470 children were being kept from school attendance. However, the principal has refused to bar the migrant children.

Many universities and organizations sponsor scholarships for Human Relations courses during the summer. Our AFT gives a scholarship to its Summer Workshop at the University of Wisconsin. For details, see the application blank on page 6 or write to Richard Parrish, 321 Edgecombe Avenue, New York 31, N.Y.

CREDITS. +

A recent report of the Anti-Defamation League disclosed that out of 518 institutions of higher learning in the U.S., 450 have eliminated all questions which might constitute a standard for selection on non-academic grounds. Medical schools, nevertheless, still cling to "percentages" for a variety of reasons, one of which seems to be that there are more than two qualified applicants for every opening. Expansion of medical education and research on a democratic basis might help. So far Yeshiva University in New York City offers medical study to all who qualify on the basis of merit alone. Brandeis University will follow her example soon.

The Caracas Conference on Latin-American affairs produced several creditable results. The United States delegation won a victory in getting the conferees to adopt a resolution against Communist aggression but suffered a deserved defeat when she tried to oppose a resolution calling for an end to colonialism in the Western Hemisphere. Most enthusiastic applause of the proceedings occurred when a statement condemning racial discrimination as practiced by United States nationals and officials in the Panama Canal Zone was approved.

Employment patterns continue to change in the border states. According to Mayor Broadus, the city of Louisville, Kentucky will open all city jobs, including both civil service and appointive positions, without discrimination. Naturally, racial designations in ads for these jobs is to be discontinued. In St. Louis, 160 Negro bus drivers have completed their training and will soon be working for the St. Louis Public Service Company.

Among the books on human relations published this year two merit special mention: *The Manner Is Ordinary*, by John La Farge, S.J., and *Ambassador's Report*, by Chester Bowles. These authors expound a democratic philosophy more by their deeds than by their words. Most of their thinking might easily serve as a primer for Americans at home and abroad.



LABOR NOTES

Arab and Jewish workers cooperate to establish closer understanding

An Arab publishing house, launched recently in Tel Aviv under the sponsorship of the Association of Arab Teachers and Histadrut (Israel's Labor Federation), is one of many concrete examples of co-operation between Arab and Jewish workers, despite international tensions. This was revealed in a special report issued by Moshe Bitan, member of the executive board of Histadrut and its official representative in the United States.

The publishing house will be managed by Am Oved, the Histadrut publishing firm. It will publish textbooks, selections from Arab literature, and popular books on social questions. The need for textbooks in Arabic is great. Some 40,000 Pounds (Israel)—10,000 from the teachers—has been raised as initial capital.

Arab workers and farm laborers have joined local labor bodies in more than 60 villages and cities, Bitan reports, with more than 16,000 signed up during 1953.

"Organization in the same trade union has brought closer understanding between Jewish and Arab workers," he declared, "and has proved a potent force in blocking the inroads of communism."

Histadrut has long published an Arabic weekly, *Hakikat-el-Amr*, in which labor issues are discussed and reported. Plans are now being made for daily publication as Arab and Jewish worker co-operation grows.

"The dual enemies of the Israel labor movement in its fight to bring the benefits of union organization to the Arab workers," Bitan noted, "have been the wealthy Arab overlords and the communists."

"Fortunately," he said, "the influence of the Arab Workers Congress, which combines diehard nationalism with communist slogans, is now on the decline and being supplanted by bona fide trade unionism."

"At the same time we are penetrating the Arab employers' abuse of the bond of race and religion existing between him and his employees. Arab workers have been exploited for centuries and before the message of unionism reached them, they

had been kept on a standard of living well below what is called a subsistence level in the United States."

Arabs are members of unions in Histadrut covering many fields, Bitan said. They are organized in manufacturing, clerical trades, Government offices, professions, building trades industry, auto repair shops and on the railways and in quarries.

Purge teacher leaders in East Germany

The president of the East German Teachers Union, together with three vice-presidents and three other members of the executive committee, have been removed from office, according to the East German trade union paper, *Tribuna*. The president, Karl Elbrich, was dismissed, says the newspaper, for having acted as a spokesman for social democratic ideas and as "an enemy of the working class." The three vice-presidents, all women, are accused of having permitted "the infiltration of hostile elements." The Government has been asked to cancel the title of "people's meritorious teacher" awarded to two of them, Friedel Steinkopf and Hanna Ruth Lohde.

Elbrich has been not only dismissed from the position of president but also expelled from the union. This obviously means that he will not be able to find a position as a teacher, even if he is not already arrested as "an enemy of the State."

The official announcement gives no details of the charges brought against these leaders of the teachers' union, apart from making the general statement that the whole organization was "infested with social democratic tendencies."

CARE asks AFL groups to send contributions

CARE has asked AFL groups to cooperate in aiding schools in Korea and in sending tool kits and other supplies to displaced workers who are being settled in South America. Contributions should be addressed as follows: AFL Representative, CARE, 20 Broad Street, New York 5, N. Y.

States pass legislation affecting child labor

Over 100 bills directly affecting child labor were introduced in the state legislatures this year but only a few passed.

A New York act raised from 12 to 14 years the minimum age for boys in street trades, retaining the present minimum of 12 for carrier boys. The act also set a maximum of 4 hours a day for employment in street trades outside school hours on schooldays, and 5 hours on days when school is not in session.

An amendment to the New Hampshire child-labor law reduced the minimum age from 14 to 12 years for work as golf caddies and for boys delivering newspapers after 5 A.M. The Florida minimum age was reduced from 12 to 10 years for nonfactory work outside of school hours. Another Florida act authorized the Industrial Commission to grant waivers of any provision of the child-labor law which bars employment of minors between 12 and 16 years of age outside school hours or minors between 16 and 21 at any time, if necessary for the minor to help support himself or his family.

California, Delaware, and Florida amended the workmen's compensation provisions covering benefits for minors injured while illegally employed. A California amendment prohibited an employer from insuring against his liability for the additional benefits due a minor under 16 years of age who was injured while illegally employed. Under the Florida law, which formerly required double compensation, the employer is to pay such additional compensation as the Commission may determine, but not more than double. Delaware extended its workmen's compensation law to cover illegally employed minors. They are to receive the same compensation as if legally employed; formerly, illegally employed minors were excluded from the act.

Four states—Illinois, Minnesota, Nebraska, and New Hampshire—strengthened their compulsory school-attendance laws by tightening the exemptions under which children may leave school.



BOOKS AND TEACHING AIDS



A multi-purpose guide to children's literature

A CRITICAL HISTORY OF CHILDREN'S LITERATURE. By CORNELIA MEIGS, ELIZABETH NESBITT, ANNE EATON, and RUTH HILL VIGUERS, *The Macmillan Company, New York, N.Y. 1953. 650 pp. \$7.50.*

It is really nothing less than presumptuous to review this important book in a brief space. Even if one were an expert in children's literature, it would be difficult to do justice to this superb contribution.

Inevitably, it will be compared with May Hill Arbuthnot's classic, *Children and Books*,¹ but that comparison would be unfortunate because each book has its particular contribution to make in a not overcrowded field. Arbuthnot writes of children and books and uses history for illustrative purposes. She deals sketchily with the remote past because her purpose is other than accenting history. In the volume under consideration, on the other hand, history is a prime concern, and the four authors assay successive eras in chronological order. The book purposes, in Meigs' words, "to capture the essence of that experience of delight which children have enjoyed in exploring their own literature since the beginnings of remembered history . . . and . . . moreover, set out to refute the idea that children's literature had had only a brief and unimportant record." It undertakes to offer a critical analysis of what has endured and why.

The readership that will be attracted to this scholarly and charming work will undoubtedly be those who have a major interest in children's literature at all age levels. Yet it should attract also the teacher who does not know much about the field and would like to get a perspective of the whole range of writing for children. The teacher who feels inadequate in selecting books from library shelves, or who is responsible for ordering books for the school or classroom library, would find this book infinitely helpful for building upon a meager background and becoming a more discriminating critic.

But that is not to suggest that there is little here for the person who is well versed in the realm of children's literature. On the contrary, even experts will be most interested in the exhaustive presentation and exploration of the field. Those who know a good deal will be impressed at the scope and depth of the contents. Perhaps many, like the reviewer, will be sur-

¹Scott-Foresman and Company.

prised and intrigued at the extent of the writings for children before the nineteenth century.

Lest the impression be gained that this is a dry-as-dust tome, may I hastily point out that it is exceedingly readable, with a tongue-in-cheek humor that comes through frequently. The chapter titles have a charm all of their own: "The Deepest Roots" (about folklore), "The Multiplying Leaves," (about the advent of the printing press), "The Little Female Academy," "The Return of the Fairy Tale," "Illustrators Who Were More Than Illustrators," to mention but a few. Probably this will not be a book which teachers will pick up to read in its entirety, but it would be rewarding if many did, because they would find it a palatable morsel and a truly great help in bringing teacher, children, and books closer together. The book is written in four sections, each of which can be taken by itself, if the reader wishes to concentrate on a particular era of history. Its organization lends itself beautifully to resource use.

In conclusion let it be said that although this book, the first critical history in its field, is especially attractive to the student of literature, there is much that is absorbing to a novice also. It is an excellent reference which should be made available in every school building. Certainly those who wish to have a greater acquaintance with children's literature will have a more than adequate and readable guide.

JUNE MCLEOD

School of Education, New York University

For the intelligent layman: a scientific health book

THE BOOK OF HEALTH. Edited by R. LEE CLARK, JR., M.D., and RUSSELL W. CUMLEY, PH.D. *Elsevier Press, Inc., 155 East 82 Street, New York 28, N. Y. 1953. 912 pp. \$10.00.*

When more than 240 of the world's leading medical authorities share in the preparation of a huge book on health under competent editorship, the result cannot fail to be impressive. But the *Book of Health* is more than just impressive; it is a very practical book. Encyclopedic in content, well organized, and lavishly illustrated, it will appeal particularly to the intelligent layman.

The persons responsible for this excellent book are to be congratulated on achieving a work of scientific distinction without losing understandability by employing too technical a vocabulary.

Pros and cons of religious education in the public schools

AMERICAN EDUCATION AND RELIGION—THE PROBLEM OF RELIGIOUS EDUCATION IN THE SCHOOLS. F. ERNEST JOHNSON, *Editor, Harper and Bros., New York, N. Y. 211 pp. \$2.00.*

This study, based on a series of lectures given at the Institute for Religious and Social Studies of the Jewish Theological Seminary, presents the viewpoints of religious and educational leaders on a topic that persistently appears on the agenda of educational societies.

The individuals contributing to the discussion are concerned with the increase in juvenile delinquency, dishonesty of public officials, and the general laxity of the public toward the decline of ethical values generally.

In searching for a solution to these present-day problems, educators naturally attempt to see whether the schools can help remedy the situation. The suggestion that schools include religion as part of the curriculum has brought the religious personalities of the three major faiths of our country into the discussion.

From a reading of the excellent presentations in this work we can only conclude that the addition of religious teaching in the secular schools would add tremendous problems to our educational institutions, and may even give rise to tensions between the adherents of the various faiths. Practically all the participants in the discussion admit that very few, if any, teachers can be really objective in discussing a faith that they themselves do not follow. Jewish leaders are fearful that the introduction of religious teaching may result in Jewish students becoming victims of an "intellectual apartheid" movement. Catholics, while in favor of religious instruction in our public school, want guarantees that Protestant viewpoints will not predominate. Most Protestants would accept the teaching of religion, but since the various denominations are suspicious of each other, they hesitate to advocate such a program vigorously.

The issue of separation of church and state is discussed. The religious leaders recognize that, according to the Supreme Court decisions as well as the traditions existing since the adoption of the Constitution, the implementation of a religious program in the public schools would meet with tremendous opposition. Therefore, they indulge in what some might consider a bit of semantics and point out that separation of church and state does not actually imply that religious education is taboo in the public schools. They maintain that the founding fathers did not separate religion from state functions. The only separation intended in the Constitution was that of the state and the organized form of religion.

From this assertion the conclusion is drawn that religion can be taught in state-supported schools. It should not be forgotten, however, that in cases involving conscientious objectors the courts have refused to uphold an individual's claim to a personal religion. Only when the C.O. belonged to a religious group

was his stand given consideration. The accepted belief in our country is that all religion is organized.

The only suggestions that are capable of being implemented deal with college curriculum. Several of the contributors offer the opinion that the Social Science and Literature Departments of our Colleges and Universities should include the religious background and implications of certain forces and movements in these fields. To present a complete picture this is essential. However, this suggestion is not new, and, as a matter of fact, is followed in many if not all Higher Institutions of Learning. The suggestion of an elective course in Comparative Religion in the Colleges can be adopted if there is a demand for it.

The demands for the addition of religious instruction in our public school system may well create additional problems in school administration and may give rise to religious divisions in our communities. The material presented emphasizes these dangers. No convincing arguments are forthcoming that religious teaching in our secular schools would result in a decline in the social evils confronting our civilization.

HENRY MERRITT, *Local 2, New York, N. Y.*

All the world's a page for this British magazine

HISTORY TODAY. *A monthly magazine published from 72 Coleman Street, London E.C. 2, England. Editors: PETER QUENNEL and ALAN HODGE. Single copy, half a crown plus postage (about 50 cents). \$5.00 for a year's subscription sent to the U.S. or Canada.*

Beautifully illustrated (some 30 fine pictures in 68 pages of reading matter), written in urbane, scholarly style yet with enormous "readability," this English publication is a delightful find for anyone who has a taste for something different from the ordinary run of publications.

Naturally there are a large number of articles dealing with English history, but neither the subject matter nor the contributors are all English. In two issues I found at least five articles on American subjects (North, South, and Central America), several on European history and, for those interested in historiography, general articles on history writing and historians from Roman times onward. The contributors include several American professors, while the specialties of the English contributors range widely, including Pre-Columbian American history, the modern state of Uruguay, political history, coins and art objects, the history of herring fishing, and Navajo ceremonial dancing and art. Truly all the world's a page for the historian!

Another outstanding fact that probably contributes to the interesting tone of the articles is that so many of them are in the field of biography. Writings that elucidate the character and personality of great historical figures and even of historians, that analyze their philosophy and their relations with people and events of their times, have the drawing power of a human figure in a painted landscape. "Human interest" is the

somewhat humdrum name given to this quality. But so long as we ourselves are mere human beings, the writing that can give flesh and bones to the heroes and villains of history, the political thinkers, and the historians themselves, will always remain absorbing.

I can't resist adding that even the advertisements are fascinating and beautifully illustrated. The historical and esthetic approach are upheld here, too.

It is my guess that it would be a good investment to send 50 cents for a sample copy. Such a publication would round out the magazine collections of the libraries of schools and colleges, as well as provide high-level reading enjoyment for anyone who has a "weakness" for literate entertainment in the field of history.

ETHEL PARKER, *Local 1, Chicago, Ill.*

Discussion of curricular content for the middle grades

TEACHING CHILDREN IN THE MIDDLE GRADES.

By ALVINA TREUT BURROWS. *D. C. Heath and Company, Boston, Mass.* 1952. 280 pp. \$4.00.

A book like *Teaching Children in the Middle Grades* has been needed for a long time. For some reason writing about children of the middle years has been conspicuously thin. But even had this book been offered in a field already well explored, it would stand out as an excellent piece of work.

Whatever weaknesses the book may have could be ascribed to the broad scope of the material. But Dr. Burrows writes tightly and is able, to a surprising degree, to express her ideas clearly and fully in comparatively few words. Those of us who first sampled her thinking in *They All Want to Write* (recently revised and reprinted) are not disappointed in this more recent effort. The particular talent of the author to depart quite sharply, without apology, from ridiculously inefficient, but accepted, practices and come up with a plan that never once forgets to be practical, is nowhere better exemplified than in the discussion on individualizing reading (pp. 165-203). She is unique in her ability to think creatively and practically at the same time.

Early chapters of the book informing the reader about the characteristics, interests, and capacities of children eight to eleven reveal the close tie-up between the principles of child development and principles of good curriculum construction. Especially noteworthy are the chapters on the psychological and physical growth of children. Although much research is still needed on these "middle-age" children, it is helpful to have what is available pulled together and organized. As far as the purposes of the book are concerned, the description of individual children, along with the above chapters, serves as a springboard for understanding the content presented later.

The larger share of the book is given over to a discussion of curriculum content for the children in the middle years. Dr. Burrows writes about many facets of a school program, and the accent is continually upon how these children can be helped to become ab-

sorbed in learning. There are many examples which show that learning can be vital, functional, and rich. "A Third Grade Studies Science" shows the development of a learning situation under an artist teacher. The concern for first-hand experiences, for activities that help children organize themselves to pursue a worthwhile goal, is most apparent. Yet our author is not fooled, as some teachers are, by what looks to be democratic practice in a classroom. She says:

"The practice of turning over reports in social studies or in science to a group of children for independent preparation can be as undemocratic and intellectually dishonest as any archaic recitation ever was . . . To divide up a new unit of work into ten topics and assign them to ten groups of three each is not such a tidy organization as it seems. Nor is the class saved for democracy if the children vote their choices or . . . divide the unit into topics. Children pushed into a new unit, either by curriculum or textbook requirements, can feel no vivid identification with it . . ."

The emphasis on finding one's optimum development through working on problems of real moment and concern to the learner is everywhere evident. It is regrettable that the extent of the material covered made it necessary to cut short some of the discussion.

It is to be hoped that this is not the last book to be written by this author. This reviewer is especially impatient for one about the language arts, for Dr. Burrows cannot conceal her true love—language arts: individualized reading, creative writing, practical writing, and other phases of language expression. We have much to be grateful for in this volume, and we look forward to another in the future.

JEANNETTE VEATCH, *Local 2, New York City*

How good supervision can improve instruction in elementary schools

SUPERVISION IN THE ELEMENTARY SCHOOL.

By EDWIN H. REEDER. *Houghton Mifflin Co., Boston, Mass.* 1953. 386 pp. \$4.00.

Supervision in the Elementary School is a practical textbook or reference in which supervision is viewed not as it is but as it should be if public education is to become more harmonious with the culture in which it exists.

Illustrations of the varied dimensions involved in supervisory tasks and responsibilities are graphically presented, stressing democratic supervision in action.

The first half of the book develops the theory of supervision, and the second half explains how to put the theory into operation in order to "improve the day by day instructional programs of our schools." Among the topics discussed in this section are: the need for improvement in the art of teaching; the group dynamic approach, which is discussed in relation to the nature and characteristics of groups, teachers' meetings, the leadership role in education; group and individual supervision. Supervision and the curriculum, and supervision in large school systems are thoroughly treated.

Annotated selected bibliographies for each chapter extend the field for further study.

ELEN RADLOW ZAFT, *Local 231, Detroit, Mich.*

¹Prentice-Hall, 1952



OUR LOCALS REPORT

New York Teachers Guild files brief asking reduction in class size

2 NEW YORK, N.Y.—“Seldom has a better opportunity been afforded to perform a needed service to education than in this case,” declared the New York Teachers Guild in a brief asking State Commissioner of Education Lewis Wilson to order the New York City Board of Education to reduce the size of classes in accordance with his regulations. These regulations require that “the number of daily periods of classroom instruction for a teacher should not exceed five. A school requiring of any teacher six teacher periods a day or a daily teaching load of more than 150 pupil periods should be able to justify the deviation from this policy.”

The Guild’s brief demonstrated statistically that the size of classes has mounted steadily until at the present time 11,437, or 47% of all classes, are over 35 and 1,689, or 7% of all classes are over 40. 4,096 teachers have pupil loads of over 150, the legal maximum, and many have loads of over 180.

The Board of Education, in its answer, argued only that it lacked the necessary funds. The Guild brief rejoins: “But if lack of funds can be pleaded by a school district as justification for oversized classes in the cases of the overwhelming majority of its teachers, then the regulation becomes meaningless. There are always influential, economy-minded elements in the community ready to save money at the expense of the schools. The regulation, while undoubtedly drawn in accordance with desirable educational standards, surely was also drawn with an eye toward the economic realities. Is the wealthiest school district in the state to be permitted now to justify violation of the regulation in every secondary school in the system on grounds of economy?”

Meanwhile vigorous pleas are being made to Mayor Robert Wagner at City Hall, and Governor Dewey in Albany, for much larger appropriations for education.

Fourteenth annual conference of Local 1 studies “Crises in School and Community”

1 CHICAGO, ILL.—The fourteenth annual educational conference of the Chicago Teachers Union was held in March. The three parts of the conference included a general session, five panels, and a luncheon.

The theme of the conference, “Crises in School and Community,” permitted consideration of some of the most important issues facing the schools today. At the opening session Dr. Eldridge T. McSwain, Dean of the School of Education, Northwestern University, spoke on “Problems in Public Education.”

Panels considered teacher recruitment, the school building crisis, school financing, discipline, and education under problem conditions. Panel participants represented edu-

cational, parent, and civic organizations. At the luncheon, Dr. Harry Fuller of the University of Illinois discussed “Bureaucracy as a Way of Life.”

Paul Preisler earns law degree

420 ST. LOUIS, MO.—Paul Preisler, former AFT vice-president and secretary of the Teachers Federation of St. Louis, plans to use for the benefit of his union the new legal training for which he recently received a degree. He previously appeared before the Supreme Court of Missouri as a plaintiff pleading his own case challenging an eleventh hour gerrymander by the St. Louis election board.

Ten more locals achieve membership quotas

In addition to the 29 locals listed in our March issue, the following have attained the membership quota assigned them in the campaign to increase AFT membership this year:

- 224** School Secretaries Union, Chicago, Ill.
- 238** Minneapolis Federation of Men Teachers, Minn.
- 246** Chattanooga-Hamilton County Teachers Union, Tenn.
- 250** Toledo Federation of Teachers, O.
- 284** Ann Arbor Public Schools and University Local, Mich.
- 743** Granite City Community Federation of Teachers, Ill.
- 781** Kingston Teachers Federation, N.Y.
- 857** Perth Amboy Teachers Union, N.J.
- 1052** Hamtramck Federation of Teachers, Mich.
- 1071** Roseville Federation of Teachers, Mich.

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Utah makes provision for social security to supplement pension system

The Utah State Federation of Teachers, AFT's newest state organization, announces that Utah has joined the states in which social security supplements the state pension system. Like other states where this plan has been adopted, the legislation required careful planning.

The first step which must be taken under present laws is the repeal of existing teacher pension laws. This requires careful provision to take care of persons who are dependent on pensions and could not be left unprotected during the interval in which the change is being effected. In Utah the legislation was arranged so that persons who had retired under the state plan and those who were receiving payments because of disability were adequately protected. Then all existing pension laws were repealed and social security was adopted. The money in the old retirement fund was set aside so that it could be used to pay for social

security from the date of the enactment of the present form of the law in January 1951 to June 30, 1954. After that time individuals become responsible for their own payments.

There was also provision for withdrawal of money which individuals who had paid into the state pension fund might wish to make, since participation in a state plan became voluntary after the enactment of social security coverage. Some individuals have not chosen to return to the re-enacted state plan.

All funds remaining after these two withdrawals, the one for social security payment and the other to those withdrawing from the plan, have been placed in trust for the Utah School Employees Retirement Fund.

The advantages of social security are those generally enjoyed under the plan. There is no loss to the individual in transferring from one school to another, and there is provision for beneficiaries.

Schenectady teachers improve income

803 SCHENECTADY, N. Y.—An increase in salary reported by the Schenectady Federation of Teachers brings their beginning salary up to \$2,990 and maximums to \$4,910 for teachers with bachelor's degrees. Those with thirty hours additional training have a maximum of \$5,110. In addition to this basic schedule, everyone has received a cost of living adjustment of 10% on the first \$2,000 and 2% on the amount above \$2,000.

Marie Schwanke honored for community work

250 TOLEDO, O.—Marie L. Schwanke, a hard working member of the Toledo Federation of Teachers, has been honored for the hard work she has been doing for the community. Among those who received awards for service on city commissions, boards, and committees, she received a community service citation.

Delegation of 300 New York teachers visits Albany



In an attempt to salvage vital educational legislation, approximately 300 AFT members from New York made a trip to Albany. Although they were well received by the legislators, educational measures are not faring well and teachers' salaries remain a problem. In this picture, the group surrounds the car of the governor, who was not there to see the teachers.

Credit Union group in Chicago hears report of \$1,800,000 business



1 CHICAGO, ILL.—A large group of members and guests of the Chicago Union Teachers' Credit Union attended its twenty-third annual meeting and luncheon.

One of the features of the program was the showing of an excellent film, *King's X*, which tells the story of credit unions.

Included in the business transacted at the meeting was the revision of the by-laws in order to permit the granting of secured loans up to \$5,000 above the shares account, the appointment of a credit manager, and the issuance of shares in the name of more than one joint owner.

Assets of the Chicago Union

Teachers' Credit Union exceed 3½ million dollars. Last year the Credit Union loaned more than \$1,800,000; and since the organization of the Credit Union, a total of more than \$10,000,000 has been loaned.

The limit on shares that can be owned by any one member was recently raised to \$10,000.

Academic freedom discussed by Dr. Counts at Philadelphia luncheon

3 PHILADELPHIA, PA. — The annual luncheon of the Philadelphia Federation of Teachers was held on Washington's Birthday. The group heard Dr. George S. Counts, professor at Teachers College, Columbia. Dr. Counts, a former AFT president and a distinguished member of Local 2, spoke substantially as follows:

The foremost question involving the loyalty of teachers today is the question of the right of a member of the Communist Party to teach. In considering this question we should remember that some of our most precious values are at stake. We should remember further that there are sharp differences in conviction among persons whose intellectual integrity and devotion to human liberty cannot be doubted. We should remember too that the teachers of America, as a body, are every bit as loyal to our democracy as any segment of the population.

The tradition of academic freedom is one of the most glorious achievements of Western man. At the level of scholarship, academic freedom may be defined as the right of a qualified scholar to pursue the search for truth in its many forms and to make public his method and findings without coercion from church, state, or other external authority. At the level of teaching, it is the right of a qualified teacher to encourage free-

dom of discussion of controversial questions in the classroom and to develop in his pupils and students love of knowledge and truth. In all of its manifestations it rests on the assumption that the scholar or teacher himself pursues his studies with complete integrity and submits to no authoritarian control or discipline; that, in a word, he is a free man. The point should be emphasized also that academic freedom is not a civil or political right guaranteed in the Constitution, but rather a necessary condition for the successful practice of the academic profession in a free society—in the nature of a trust rather than a right.

The Communist Party, wherever it exists in the world, is not a political party at all in the sense in which the term is used in a society permitting the formation of rival parties. It is, rather, a conspiratorial organization, stemming from a nineteenth century Russian revolutionary tradition, prepared to employ any and all means in the struggle to capture the state and establish its absolute rule. It is a conspiratorial organization committed to the ruthless "liquidation" of all competing organizations following the seizure of power. It is, moreover, a conspiratorial organization unswervingly loyal, even to the point of espionage, to the policies and interests of an implacably hostile foreign state, or perhaps we should say to the dictates

of the Central Committee of the Communist Party of the Soviet Union, which is dedicated to the overthrow of every free society on the earth. Because of its morals and methods it tends to corrupt every-

(Continued on page 28)

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(Continued from page 27)

thing it touches and endeavors to destroy the entire liberal tradition.

The Party member is required to submit to Party discipline. He must follow and defend the Party "line" through all of its twists and turns and reversals; he "must at all times take a position on every question that is in line with the policies of the Party." He must be prepared to lie and deceive in the interests of the Party, even "pretending to be something entirely different from what he is." He must join the Party "cell" or "fraction" in the locality in which he lives or the institution in which he works and there develop tactics or measures to recruit members and to advance Party policies and interests. He may or may not carry a Party card, and he usually denies membership.

The conclusions to be drawn from these facts are obvious. The Communist Party has not the slightest devotion to the principles of academic freedom. Whenever and wherever it achieves power it proceeds at once to establish the most all-embracing system of tyranny over the mind that man has ever known. Moreover, since in recent years the Central Committee in Moscow has laid down the "line" not only in the realms of philosophy, historical interpretation, and political action but also in the fields of literature, drama, music, art, science, and even humor, the Party member works under coercion in almost every field of subject matter. He therefore cannot discharge his duties in accordance with the moral principles of academic freedom. He invokes this glorious tradition only for the purpose of ultimately destroying it.

But if we conclude, as we must, that a Communist has no right to teach in the schools of a free society, the problem is by no means solved. Because of the conspiratorial nature of Communist operations, it is far from easy to discover the Party member. And in our search for him we may, by spreading fear and suspicion among the teachers generally, unwittingly do more harm than good and undermine the very tradition of freedom in the schools which we want to guard and strengthen. In combatting Communism we must take care lest we adopt its totalitarian methods. Clearly, only those persons should be entrusted with the responsibility of dealing with the problem who are devoted to the ways of freedom and who are able to distinguish a Communist from a Marxist, a socialist, a liberal, a rugged

Toledo local has busy schedule of activities

Carl Megel, AFT president, and Bill Swan, AFT vice-president, consult with Miss Rose McLaughlin and Mrs. Sylvia Solomon after Toledo meeting.



250 TOLEDO, O.—The Toledo Federation of Teachers has celebrated its twenty-first birthday. The luncheon at which this event

was commemorated was a gay affair and provided a pleasant social meeting for Toledo teachers. At a tea in March future teachers were guests.

individualist, or perhaps someone who believes in the Sermon on the Mount.

In the long run we must place our trust in the enlightenment of our people regarding the true nature of Communism, and thus make clear to all its fraudulent appeal to liberal and humanitarian ideals. Most of our trouble today, in my opinion, stems from the fact that the American people, including teachers, have been and are abysmally ignorant of the true nature of Communism. Indeed it seems probable that not one member of the American Communist Party in five hundred or a thousand really knows anything about the Soviet Union. Actually he carries around in his head a fantastic myth that bears no resemblance to the reality. I have long been convinced that the Soviet state, if understood, would be less attractive to the ordinary American than the regime of the Tsars. We should therefore be studying Communism as thoroughly and objectively as we have ever studied anything in our history. The cause of human freedom cannot be supported by ignorance and fear of the unknown. Here is a major task of our schools and colleges.

1037 joins labor group in sponsoring scholarship

1037 LYNN, MASS.—Proceeds from a lecture sponsored by the Lynn Teachers Union are being used for the scholarship fund of Local 1037. Each year the local offers a scholarship to an outstanding student in each of the three high schools in Lynn. In addition to these scholarships the local is also co-operating with the Central Labor Union in promoting a \$250 scholarship.

Seattle teachers attend labor conference

200 SEATTLE, WASH.—About 200 representative Seattle teachers were guests of the Seattle Central Labor Council at an instructive conference. Panel discussions and a dinner meeting gave teachers an opportunity to get an insight into the activities of labor unions. The main address was delivered by Harry O'Reilly, director of organization for the AFL, who came from Washington, D.C. for the occasion. Elmer Miller, president of the Seattle Teachers Union and former AFT vice-president, participated in one of the panels.

Erie enjoys salary gain and other benefits

337 ERIE, PA.—The Erie Federation of Teachers reports that they are making real progress in their drive to increase membership. They have not been as fortunate in their efforts at salary increases, however. Though they requested an \$800 increase they received only the \$200 increment required by state law, plus a \$100 cost-of-living adjustment. The failure is particularly disturbing because the board increased the tax millage on real estate and reports an actual surplus of funds. The local is conducting a campaign to arouse interest in reopening consideration of the budget.

However, the Board of Education had appropriated money for a group insurance plan and this the Board has now put into force so that every school employee is covered by life and hospitalization insurance.

Washington, D.C., teachers hear exchange teachers



6 WASHINGTON, D.C. — The luncheon sponsored by Local 6 on March 20 was both an entertaining and an educational experience. Three teachers from England who are now in Washington on an exchange basis gave their impressions of teaching in American schools. Their audience sympathized with their concern over the maze of clerical work, health examinations, and the endless activities which prevent an effective teaching program. It was pleasing to learn, however, that they found discipline less difficult than they had anticipated.

One teacher observed that young Americans lack appreciation of the greatness of their country, and she is doing her best to remedy this situation by traveling as much as possible and bringing back to her students enthusiastic reports of what she has seen. Other observations included the one that students here are probably less prepared for higher education than are European students. In health and size our children show a superiority which is quite evident to even a casual observer.

A second part of the program in-

cluded comments on experiences in European education by members of Local 6 who have served abroad. Mr. Thomas E. Countee, a physics teacher, has been in Holland, as has Miss Jeanette Giovannoni, home economist. Mrs. Pearl Jefferson, who served in adult education in Denmark, and Mrs. Portia Lewis, who worked in the Institute of Education in Egypt, also participated.

Past presidents of Washington locals were guests at this successful event. Other guests were Col. West Hamilton, a Board member, and Mrs. Velma Williams, a former member.

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BORCHARDT, SELMA	
Report to 1953 AFT convention	Oct. 20
<i>Washington Scene</i>	Feb. 8
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Bowden, Ramona Baxter	Oct. 29
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BRETT, RICHARD J., <i>Tips on Low Cost Travel</i>	Mar. 4
Brewton, Charles	Oct. 7
Bricker Amendment	Feb. 10
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Children's Bureau	Feb. 8
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City of Hope	Mar. 17
Civic activities, participation by locals in	Jan. 19
Civics, textbook on	Dec. 20
Civil and professional rights of teachers	Oct. 6
Civil liberties	Oct. 4
Class size	Dec. 4, 5; May 25
Clayson, Fred	Oct. 6
Cleveland, O.	Feb. 30
Clifton, N.J.	Mar. 22
Code of ethics	Oct. 6
Cold Springs Project	Feb. 19
College graduates over 60	Feb. 19
College teachers, salaries and promotion of	Mar. 22
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Congressional investigating committees	Oct. 4
Congressional investigations, fair play in	Jan. 2
Connecticut Federation of Teachers	Jan. 22
Conrad, Walter	Oct. 26
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COOKE, PAUL, <i>Teachers' Retirement System in Washington, D.C.</i>	Jan. 7
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DARLING, MAY, <i>Social Security Supplements State Retirement for Teachers in Oregon</i>	Dec. 7
Dayton, O.	Oct. 26
Death benefits	Oct. 3
Decatur, Ill.	Jan. 19
Defense, national	Nov. 4
Delaware, social security for teachers in	Feb. 29
Delhi, India, library project	Feb. 12
Delinquency, juvenile	Dec. 4; Jan. 6; Mar. 20; Apr. 20; May 13
Democracy, colonial antecedents of American	Apr. 20
Democracy in education	Nov. 15
Democracy in school administration	Dec. 2
Democratic human relations	Oct. 12; Nov. 16; Jan. 14; Feb. 23; Mar. 16; Apr. 17; May 20
DE PERVO, ROCCO, <i>Teachers vs. Truck Drivers</i>	Mar. 12
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Lewey, John	Dec. 2; Apr. 22
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Discrimination in school systems	Oct. 3
Discriminatory practices in hiring teachers	Feb. 31
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Douglas, Senator Paul	Jan. 2
Driver training in schools	Jan. 10
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Educational materials, exchange of	Mar. 7
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Eisenhower, President Dwight D.	Oct. 5
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Eliot, Dr. Martha M.	Jan. 6
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Europe, labor movement in	Apr. 19
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Fond du Lac, Wis.	Nov. 22
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Frankfort, Ky.	Jan. 18
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Garfield, N.J.	Feb. 15
GARNSEY, MORRIS, <i>Teachers' Unions are Needed for the Defense of Schools</i>	Dec. 6
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GAUMITZ, WALTER H. and J. DAN HULL, <i>Junior High Schools vs. Traditional High School Organization</i>	Nov. 6
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Gluck, Clara	Feb. 31
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Hamtramck, Mich.	Mar. 21
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Handicapped children	Mar. 17
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Health book	May 22
Health, World Organization	Dec. 13
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Herstein, Lillian	Feb. 30
Highland Park, Mich. Oct. 26; Nov. 23	
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Hiring teachers, discrimination in	Feb. 31
History magazine	May 23
HOFFMAN, RUTH J., <i>Going to School in Haiti</i>	Dec. 9
Honor roll for teachers	Dec. 23
Housing program	Oct. 7
Howard, R. I.	Oct. 27
HULL, J. DAN and WALTER H. GAUMITZ, <i>Junior High School vs. Traditional High School Organization</i>	Nov. 6
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<i>The AFL Demonstrates Continued Support of Education</i>	Nov. 4
<i>Class Size and Child Delinquency</i>	Dec. 4
<i>Compulsory Membership—An Undemocratic Practice in School Administration</i>	Jan. 4

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Labor's League for Political Education.....	May 8
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THE 1954 A.F.T. CONVENTION
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163 E. Walton Place